DOCUMENT RESUME

ED 027 812 72 FL 001 287

By-Dabrovski, Kazimierz, Ed.
Selected Bibliography of Polish Educational Materials. Volume 7, Number 4, 1968.
Polish Scientific Publishers.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No-TT-68-50010-4
Pub Date 31 Jul 68
Note-57p.
EDRS Price MF-$0.25 HC-$2.95
Descriptors-Adult Education, *Annotated Bibliographies, *Cultural Differences, *Education, Educational History, Educational Legislation, Educational Philosophy, *Educational Problems, Educational Theories, *Foreign Countries, Higher Education, International Education, Polish, Preschool Education, Primary Education, Secondary Schools, Social Sciences, Special Education, Vocational Education
Identifiers-Poland

A 107-item bibliography with English abstracts of books and articles in Polish comprises the fourth in a series produced to provide information on various aspects of education in Poland. Major attention is given to the different types and levels of schooling with listings covering preschool, primary, secondary, vocational, adult, special, and higher education. Social and educational sciences also receive considerable attention. Other sections are devoted to the history of education, laws and legislation, general information, the teaching profession, educational statistics, and miscellaneous othe r relevant problem areas. English translations of each Polish title and an author index are provided. For a related document see FL 001 272. (AF)

ED027812

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Selected Bibliography of Polish Educational Materials

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Compiled for the Office of Education, U. S. Department of Health, Education and Welfare, Washington, D.C.

Printed in Poland

SELECTED BIBLIOGRAPHY OF POLISH EDUCATIONAL MATERIALS

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The bulk of the materials listed in the present issue was published in the period of time from May 1st to July 31st, 1968.

HISTORY OF EDUCATION

301. DYLIK, ZYGMUNT. Biblioteki szkolne w polskim systemie wychowawczym. (The Role of School Libraries in the Polish Educational System). Kwartalnik Pedagogiczny. XII 1968 No. 2(48) pp. 185-202.

The work of school library has always been considered an integral part of school work in the Polish educational system (first detailed regulations are included in Stanisław Konarski's status for convent schools in the middle of the 18th century). During the partition of Poland, the problem was particularly important (books and sources often otherwise unattainable). In the between-the - wars period the problem of school libraries was often discussed (though it was often restricted to appeals for necessary increase of library funds). After World War II, an act of libraries was passed in April, 1946 (funds for school libraries, their program, training librarians). Reading is a necessary part of school education;sources of book supply for school pupils are several: school libraries, friends' books, own collections, other libraries. The selection is either done independently, or with the help of: librarians, friends, parents or teachers.

302. KOTLARSKI, MIECZYSŁAW. Szkolnictwo specjalne dla upośledzonych umysłowo w Polsce do 1939 roku. (Special Schools for Mentally Handicapped Children in Poland till 1939). Szkoła Specjalna.XXIX 1968 No. 2 pp. 109-120.

The first Polish special school was organized in 1897, in Poznań (then under the Prussian occupation). At the beginning of the 20th century, several special schools were organized in the Upper Silesia district. After World War 1, the activity of special schools was suspended for a few years, to be reactivated around the year 1921. At the same time new schools were organized in several Polish towns. In 1922, the Institute of Special Pedagogy directed by Professor Maria Grzegorzewska, was founded in Warsaw.The Institute conducted theoretical works on special education, substituting, in a sense, central administrative body for special schools (supervised only by local school authorities and subsidized largely by private funds).

303. KUBIK, KAZIMIERZ. Problem narodowości i języka ludności polskiej Pomorza Gdańskiego w latach 1894--1907 na łamach czasopisma "Die Ostmark". (The Problem of the Nationality and Language of the Polish Inhabitants of the Gdańsk Pomerania in the Years 1894-1907 as Presented by "Die Ostmark). Przegląd Historyczno-Oświatowy. XI 1968 No.2 (40) pp. 184-207.

Fight for the Polish character of the Prussian Partition of Poland can be divided into three phases:
1. Up to 1848 - relative passivity of the Pomeranian society.
2. 1848-1872 - national awekening inspired by the ideas of the Spring of Nations.
3. After 1872 - the period of the "Kulturkampf" policy aiming at germanization of Poles living under the Prussian rule. Since 1882, the policy of repression against Polish education and all manifestations of the national character of the district had been steadily increasing. There was a slight improvement after the dismissal of Bismarck (a new Chouncellor, Caprivi even signed an agreement with the Polish Society stopping the deportation action), but the lull was only temporary. The anti-Polish action was continued by the Prussian press, especially by the periodical "Die Ostmark" (founded in 1894) which propagated Bismarck's policy directed against the Poles.

304. KURDYBACHA, ŁUKASZ. Tysiąclecie polskiej oświaty. (Millenium of Polish Education). Warszawa, Nasza Księgarnia, 1967. 100 pp.

One of several publications issued to celebrate the 1000th anniversary of the Polish State. The title of the work is not really accurate: christianization of Poland was by no means accompanied by foundation of monastic schools (they were founded much later, around the 13th century). In fact, the immediate results of the baptism of Poland did not prompt the development of national culture (disdain for rustic and "barbaric" language and traditions). The author presents a short historical sketch of the development of education in Poland since the organization of first schools for laymen (in the period of the Renaissance), paying special attention to these elements in the

past which can and do find their continuation in the present, both in educational theory and practice of educational institutions.

305. MICHALSKI, STANISŁAW. Tajne nauczanie w Wielkopolsce w okresie okupacji hitlerowskiej. (Underground Education in Wielkopolska during the Nazi Occupation). Poznań, Wydawnictwo Poznańskie, 1968. 145 pp.

Theory and practice of underground education were strictly connected and interdependent. Three problems were of basic importance:
1. Aims and tasks of underground education.
2. Teaching and educational programs as well as self-instruction programs.
3. Teaching, social, and educational results of underground education.

The center of underground education in Wielkopolska was Poznań (greatest number of teachers and pupils). In smaller towns and villages educational activities were also organised (their success often dependent on the number and strength of the German forces). Underground University of Western Territories existed in the years 1940-1944 (number of students: 2181, number of teaching staff: 296). Underground educational program in Wielkopolska was to a large extend spontaneous, and only partly organized by various political underground organizations.

306. MILAN, MICHAŁ and TARCZYŃSKI, ALEKSANDER. Działalność oświatowo-kulturalna liceum pedagogicznego w Grudziądzu w okresie 150-lecia 1816-1965. (Educational and Cultural Activity of the Teachers' College in Grudziądz, in the Years 1816-1965). Przegląd Historyczno-Oświatowy. XI 1968 No. 2(40) pp. 233-240.

The Teachers' College in Grudziądz is the oldest teachers' training institution in Pomerania. It was founded in 1816 when that part of Poland was under the Prussian rule. The majority of students was Polish, and the school aimed at preparing teachers for Polish schools in the district. Since 1872 (the beginning of the "kulturkampf" policy) the classes had to be conducted in German, yet school authorities tried, as far as possible, to preserve the Polish character of the school. In 1920, when Pomerania returned to Poland, the German programs and teachers were dismissed, and the college continued its original po-

licy of training Polish teachers for schools in the district (by now partly Germanized). During World War II, the college became a German Nazi school, former Polish teachers were murdered or deported to concentration camps. In 1945, the school returned to Poland, the number of students was greatly increased, and in addition to stationary courses a correspondence program for adults was added.

307. NOWACKI, TADEUSZ. Szkice z dziejów kształcenia zawodowego. Do początków XIX wieku. (Essays in the History of Vocational Education up to the Beginning of the 19th Century). Warszawa, Państwowe Wydawnictwo Szkolnictwa Zawodowego, 1967. 293 pp.

Successful development of many spheres of human activity is often determined by history and a sound knowledge of tradition. Pedagogy and education are no exceptions to the rule, and that is why special investigations on the history of various branches of education are being conducted. The present publication presents the history of vocational education from the time of primitive communism till the beginning of the 19th century. Contains five parts:

1. Education - through - Work in the Primitive Society.
2. Forms of Preparation for Productivity in Feudalism.
3. Work for the Young as an Educational Factor (Renaissance through Enlightemment).
4. Sources for the Methods of Teaching How to Work.
5. Organization of Vocational Schools.

308. Rozwój oświaty rolniczej w Polsce Ludowej. (Development of Agricultural Education in Poland). Edited by Tadeusz Wieczorek. Warszawa, Państwowe Wydawnictwo Szkolnictwa Zawodowego, 1967. 260 pp.

The development of agricultural education shows how political and economic reality determines educational process. Relatively high instability of agricultural education policy reflects fluctuations in the national policy concerning agriculture. The system of advanced agricultural training was first established in 1955; the necessity of supplying highly qualified specialists for agriculture determined the organization and structure of advanced schools. In 1965, a reform of higher agricultural education was introduced (two types of schools: general and specialized, two

types of training: vocational and scientific). The system of secondary agricultural training has not yet been firmly established (changing specializations, varying programs, lack of sound theoretical basis).

309. SZEWS, JERZY. Bibliografia historii oświaty i wychowania na Pomorzu Gdańskim z lat 1964-67 oraz uzupełnienia za lata 1945-1963. (Bibliography of the History of Education in Gdańsk Pomerania for the Years 1964-1967 and Supplement for the Years 1945-1963). Przegląd Historyczno-Oświatowy. XI 1968 No. 2(40) pp. 246-266.

A second part of the bibliography of works pertaining to the history of education in Gdańsk Pomerania, published in the years 1964--1967. Books and articles annotated are based on the sources and material collected in the libraries in Gdańsk and Elbląg (works often unattainable to Polish scholars in the between - the-wars period). Some important works pertaining to the subject, published in Western Germany, are also included. The Bibliography is divided into following sections:

1. General Works.
2. Schools, Teaching, Pedagogical Theory and Education (Since the 14th century up to the present).
3. Theoreticians and Practitioners of Education (16th-20th century).
4. History of Schools.
5. Youth Activity and Organizations.
6. Cultural and Educational Activity.

310. Walka o oświatę, naukę i kulturę w latach okupacji 1939-1944. Materiały z terenu m.st. Warszawy i woj. warszawskiego. (Fight for Education, Science and Culture in the Years of Nazi Occupation 1939--1944 in Warsaw and Warsaw Voievodship). Edited by Stanisław Dobraniecki i Wojciech Pokora. Warszawa, Nasza Księgarnia, 1967. 796 pp.

A history of the underground activity of Polish education during World War II in Warsaw and Warsaw Voievodship, written by several authors. The first part of the book concerns underground schools (nursery, primary, vocational, secondary and advanced) in Warsaw and their participation in the resistance movement. Statistical data concerning the number of students, graduates, teachers, as well as of casualties are provided. The second part presents the activity of underground

schools in the voievodship, the third is devoted to the defense action organized by Polish educationalists and scientists against the Nazi policy of destroying Polish science and culture. All articles in the book are based on verified historical documents and reports of participants in the educational action of the Polish resistance movement.

LAWS AND LEGISLATION

311. JAROSZYŃSKI, MAURYCY. Prawo pracowników naukowych. (Legal Status of Scientific Staff). Wrocław, Ossolineum, 1967. 527 pp.

A collection of all laws and rules regulating and defining the legal status of scientific staff of universities, technical universities, scientific institutes and the Polish Academy of Sciences. Includes problems of the employment policy, leaves, vacation, old-age pensions, etc. as well as requirements of scientific advancement (scientific degrees, research work, publications, etc.). The procedure of granting scientific degrees and titles, and its legal bases, are also presented.

312. NIWIŃSKI, ZBIGNIEW. Podstawowe przepisy dotyczące Polskiej Akademii Nauk. (Legal Rules and Regulations concerning the Polish Academy of Sciences). Warszawa, 1968. 274 pp.

A publication containing all legal rules and regulations concerning the Polish Academy of Sciences.
Contents:
1. Organizational Rules.
2. Scientific Degrees and Titles.
3. Employment Regulations.
4. Wages.
5. Scientific Publications.
6. Scientific Cooperation with Foreign Centers.
7. Finances.
8. Social Organizations.

313. Zarządzenie Ministra Oświaty i Szkolnictwa Wyższego z dnia 24 lutego 1968 r. w sprawie ramowego zakresu działania i organizacji wewnętrznej kuratorium szkolnego i wydziału oświaty i kultury. (Ordinance Issued by the Minister of Education and Higher Education, February 24, 1968, concerning the internal organization and program of activity

of the district inspector - general office and the department of education and culture). Dziennik Urzędowy Ministerstwa Oświaty i Szkolnictwa Wyższego. 1968 No. 3-4 Item 29.

The ordinance determines duties and rights of the district inspector-general office and the department of education, and culture of the city conncil. Both bodies are to:
1. Supervise and control the pedagogical work of schools and other educational institutions in the district.
2. Prepare and realize developmental plans concerning education in the district.
3. Organize training and supplementary training for teaching staff.
4. Design blue-prints for school building and other educational centers.
5. Organize the supply of school equippment and facilities.
6. Control pedagogical financial and economie activities of the schools.

314. Zarządzenie Ministra Oświaty i Szkolnictwa Wyższego z dnia 30 marca 1968 r. w sprawie przyjmowania uczniów do klasy pierwszej liceów ogólnokształcących i szkół zawodowych. (Ordinance Issued by the Minister of Education and Higher Education, March 30, 1968 concerning accepting students to first grades of high schools and vocational schools). Dziennik Urzędowy Ministerstwa Oświaty i Szkolnictwa Wyższego. 1968 No. B - 4 Item 30.

The ordinance contains a set of rules regulating the procedure of accepting students to high schools and vocational schools divided into following sections:
1. General Acceptance Rules.
2. Qualification and Examination Committees.
3. Entrance Examination.
4. Acceptance Lists.
5. Conclusions.

See also: 376, 378.

GENERAL INFORMATION ON EDUCATION

315. CYRANKIEWICZ, JÓZEF. Rola Partii w dziedzinie nauki i techniki. (The Role of the Polish United Workers' Party in the Development of Science and Technology). Życie Warszawy XXV 1968 No. 150(2683) p. 2.

A speech delivered by Prime Minister at the Plenary Meeting of the Warsaw Committee of

the Polish United Workers' Party, June, 1968. The present meeting is one more step in the realization of the leading role of the party in the planning and development of scientific research according to the existing needs of the country. Warsaw is the biggest Polish center of science and higher education and therefore the Warsaw Committee of the Party has exceptionally responsible task. The Party organizations in universities and scientific institutes have to guard the socialist atmosphere of work there and develop proper political attitudes of teaching staff and students. They are also responsible for practical application of scientific achievements in industry, technology and economics.

316. JASZCZUK, BOLESŁAW. Wychowanie ideowo-polityczne i techniczne młodzieży. (Ideological-Political and Technical Education of Young People). Życie Warszawy. XXV 1968 No. 150 (1985), p. 2.

A speech delivered by a member of the Central Committee of the Polish United Workers' Party at the Plenary Meeting of the Main Administration of the Union of Socialist Youth, June, 1968. The role of young people working in industry in the modernization of the national economy is indisputable. It is also necessary, however, to develop technical interests and knowledge of high school students (cooperation of high schools with well-equipped vocational schools). Another problem is fluctuation of young staff in industry. Frequent changes of jobs have undesirable influence on productive results, and should be presented. Local organizations of the Union of Socialist Youth should help in creating proper atmosphere of work for young people, at the same time developing their sense of belonging to their place of work.

317. KOWALEWSKI, ZDZISŁAW. Nauka a planowanie jej rozwoju. (Planning the Development of Science). Wrocław, Ossolineum, 1967. 261 pp.

Planning of the development of science is an integral part of central and local planning concerning other spheres of social and economic life of the country. Development of science can in many cases make up for shortcomings in other respects, and is an incensive for economic and technical progress. The difficulty, however, lies in the impossibility of foreseeing definite discoveries and in-

novations as well as their practical applicability and results. Planning in all spheres must be correlated (as they are all interdependent), yet economic profit criteria can be hardly applied to pure science. Investments, number of scientific staff, equipment, and the like, however can and must be planned many years in advance.

318. WILOCH, TADEUSZ. J. Współczesna modernizacja ustrojów szkolnych. (Present Modernization of School Systems). Chovanna. XII (XXIII) 1968 No. 2 pp. 174-192.

School system is determined by the political norms regulating social political and cultural relations in the given society. The change of the political norms is followed by the school system reform. According to data gathered by the International Bureau of Education in Geneva since World War II nearly all European countries introduced reforms of their educational systems. Of course, the introduced reforms not always covered whole systems; sometimes they concerned only teaching programs or methods of teaching, yet the tendency seems almost universal. Modernization of school systems proper covers changes in the structure of schools themselves, as well as external and internal conditions determining their functioning (school administration and authorities, research institutes, service industry producing teaching aids, etc.).

319. WOŁCZYK, JERZY. Planowanie oświaty. (Planning of Education). Warszawa, Państwowe Wydawnictwo Naukowe, 1968. 271 pp.

The book is written by the former vice-president of the City Council in Warsaw, present director of the Polish Scientific Publishers, and concerns planning of education in a big city on the example of Warsaw. Planning of education is an integral part of central and local planning. It concerns financial endowments, employment of teaching and administrative staff, and school investments (buildings, equipment, facilities). Development of education can in many cases make up for, and prompt insufficient economic development, planning in the two fields should be therefore well corelated. The suggestions presented by the author are based on his five-year-long experience in the administration of the city. Extensive bibliography on the subject is included.

See also: 355, 360.

SOCIAL AND EDUCATIONAL SCIENCES

320. BUDOHOSKA, WANDA. Z badań nad przyczynami zapominania. (Causes of Forgetting). Warszawa, Państwowe Wydawnictwo Naukowe, 1967. 285 pp.

Memory is an important psychic disposition of every student. Good teaching results are determined by the quickness of learning, constancy of memory, ability of reproducing and applying the learned material. Bad memory causes waste of time and energy. There are several reasons of forgetting; one of the most important is retroactive hold-up in the dynamic memory process. It was experimentally established that retroactive hold-up is determined by the ratio of intensity of primary and interpolated stimuli, and by their sequence. The conclusion of the experiment leads up to the determination of conditions transfering dynamic memory into static (constant) one. The latter is of special importance to students and teachers as it provides material for the organization of teaching and learning processes.

321. CHMIELOWSKI, BOGUSŁAW. Przygotowanie młodzieży do nowoczesnych warunków życia w placówkach wychowania pozaszkolnego. (Preparation of Young People for Modern Living Conditions in the Centers of Extramural Education). Chowanna. XII(XXIII) 1968 No. 2 pp. 286-295.

The educational process in the modern era does not begin and end with school attendance, but continues outside school: during work hours, at home, during holidays. Life-long education consists not only of the necessity of improving one's professional qualifications, but also of constant readjusting to the changing conditions of life in modern society. A school system of organizations and institutions cooperating with homes and schools, such as centers of extramural education, houses of culture, cultural and educational institutions, mass media and youth organizations, all realize the educational program aiming at teaching man to accept the modern world.

322. CZAJKOWSKI, KAZIMIERZ. Szkoła 19 na nowej drodze. (Experiment of School No. 19). Warszawa, Nasza Księgarnia, 1967. 248 pp.

Schools must prepare young people to new conditions of the modern world; the development of science and technology, changes in political and economic systems determine a new form of society. Traditional teaching and educational methods which concentrated on submitting a certain amount of information and facts no longer suffice; new forms of education must be developped both in theory and practice. The latter is particularly important: verba docent, exempla trahunt. Primary school No.19 in Warsaw conducted an educational experiment for four years. The experiment covered a propedeutic stage of teaching (grades 1-4) and aimed at forming pupils' attitudes of active participation in the teaching and educational process. Great attention was paid to develop sense of belonging to a social group and an awareness of shared responsibility for results obtained within the group. The experiment proved entirely successful.

323. CZEKAJOWSKI, RYSZARD. Kontrola wiadomości przy pomocy programowania. (Controlling Teaching Results by Means of Programming). Oświata Dorosłych. XII 1968 No. 6(95) pp. 335-340.

Systematic application of programmed controlling of teaching results in extramural vocational school established that:
1. A simple control model can be used in examining extramural vocational students.
2. Programmed controlling saves time and helps teacher to establish students' knowledge (possibility of immediate remedial work).
3. Students appreciate and profit by this type of controlling (objectivity, incentive to systematic studies).

Disadvantages of programmed controlling established in practice are:
1. General intellectual development of students cannot be evaluated.
2. Impossibility of checking students' skills and habits (in laboratories or workshops).
3. Limiting vocabulary.

Further empirical verification of the above conclusion is necessary, yet it seems that programmed controlling can be efficiently applied on a large scale.

324. DĄBROWSKI, ZYGMUNT. Wiązanie działania z poznaniem w zespołowych zadaniach technicznych. (Practical Acquisition of Knowledge in Group Technical Tasks).

Kwartalnik Pedagogiczny. XIII 1968 No. 2(48) pp. 149-158.

A report on an experiment in teaching physics and technical subjects, conducted by the author, in the sixth grade of primary School No. 68 in Warsaw. The experiment was to verify the assumption that pupils participating in carefully planned technical tasks acquire sounder knowledge of physics and technology, than their colleagues following the traditional program of studies. In the course of the experiment the assumption was proved correct (though the result cannot be observed immediately). Technical tasks moreover, teach pupils to apply the acquired knowledge in practice. The results of the experiment should not be restricted to the method of teaching only physics - the possibility of correlating and intergrating practical tasks with the perusal of knowledge can be applied to other subjects (biology, chemistry, artistic education).

325. HOFFMAN, RAFAŁ. O właściwe wykorzystanie filmów w nauczaniu fizyki. (The Use of Films in Teaching Physics). Fizyka w Szkole. XIV 1968 No. 3(74) pp. 34-39.

Modernization of teaching methods determines a successful realization of the school reform. Rapid development of science and technology increases duties and tasks of school teachers: teaching programs cannot be changed every year, yet new discoveries must be included. Hence the importance of all additional aids. School equipment is being improved, but not always properly used (lack of teachers' preparation). Films in teaching physics serve:

1. To illustrate verbal lectures.
2. To supplement other aids.
3. To present new facts and phenomena.
4. To verify notions and facts already known.
5. To show practical application of theory.
6. To check students' knowledge.
7. To increase the scope of teaching forms.

326. KOTŁOWSKI, KAROL. Filozofia wartości a zadania pedagogiki. (Philosophy of Valor and Tasks of Pedagogy). Wrocław, Ossolineum, 1968. 216 pp.

Philosophers of the Enlightenment maintained that education can transform social and political systems; Marx denied it but discovered there is a mutual correlation between the

two: the economic and political system determines the character of education, people subjected to this education in turn influence productive forces of the society and the system governing it, thus making the latter more compatible to developing productivity. Study of the correlation between the valor system in the society and its educational ideals is necessary. The present work deals with the following aspects of the problem (both in historical and comparative sense):

1. Development of the theory of man's freedom and human rights throughout the ages.
2. The "valor" notion in non-Marxist philosophy.
3. Valors and pedagogy.
4. Historical bases and traditions of the present set of valors in the Polish society.
5. Scientific world-view as valor determining the truth in intellectual education.
6. Education for freedom through collective disciplined training as the present determinant of the valor of goodness in moral education.
7. Responsibility for esthetic surroundings as the present determinant of esthetic education.

327. KOZAKIEWICZ, MIKOŁAJ. Halo, młody przyjacielu. (Halo, Young Friend). Warszawa, Ludowa Spółdzielnia Wydawnicza, 1967. 365 pp.

A book based on authentic letters written by young people to the author, a well-known educationalist and journalist. Quoted letters concern young people's attitude to moral, philosophical and ethical problems of their life. Among the most controversial problems young people mention: morality, happiness and prejudices, professional career, human relations, involvement and engagement into contemporary life affairs. The author discusses several cases basing suggested solutions of mixed-up situation on his knowledge of psychology, pedagogy and sympathy for the young. The book is mainly directed to young people, yet it can also be of great help to parents and teachers of young people.

328. KRAM, JERZY. Ćwiczenia z poetyki w klasach licealnych. (Exercises in Poetics in High Schools). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1968. 295 pp.

The present Polish language and literature

program for high schools contains a systematic course in the history of Polish literature with comparative studies in foreign literatures. Yet it is impossible to study a history of any literature without some basic knowledge of the theory of literature. The present book is a kind of textbook of the subject for teachers and students and contains a short theoretical part and a long list of poetic exercises for high schools. The author recommends application of the following methods in studying literature:

1. Full analysis of a literary work (form and contents).
2. Analysis of certain aspects of the work determining its formal and historical character.
3. Comparison of various works aiming at discovery of most important traits of various forms.

329. KRAM, JERZY. Nauczanie ortografii i interpunkcji w szkole średniej. (Teaching Orthography and Punctuation in High Schools). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1967. 94 pp.

A textbook for high school teachers of the Polish language. Consits of three parts:

1. General Problems of Teaching Orthography and Punctuation.
2. Tests and Exercises.
3. Bibliography.

A new teaching program of the Polish language stresses the importance of a fair knowledge of and about the native language. The principles of grammar (orthography and punctuation included) should be mastered in primary schools, yet, as practice shows, it is not always the case. Moreover, the knowledge of orthography and punctuation should be based on scientific and logical grounds not always accessible to primary school pupils.

330. KRZYSZTOSZEK, ZOFIA. Uczeń i szkoła wobec moralnych problemów współczesności. (Pupils and Schools Confronted by the Moral Problems of the Modern World). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych. 1968. 128 pp.

The book is based on long teaching experience of the author herself, and on the theoretical foundations of moral education. Formation of young people's morality is one of the most important tasks of the teacher, whether his role is just to confirm and strengthen the attitudes formed at home (family influ-

ence), or to undo the damage of undesirable factors. The development of children's morality must be correlated with the general development of children: their ability to grasp and comprehend abstract notions, sensitivity, sense of observation, etc. It is important to present moral problems in concrete social situations; the evaluation of good and evil cannot be based on irrational factors, but must logically issue from concrete good and harm done to an individual or group.

331. KULPA, JAN. Uczenie się i nauczanie problemowe. (Problem Solving Method of Learning and Teaching). Kraków, Państwowe Wydawnictwo Naukowe, 1967. 35 pp.

Problem solving method of learning and teaching is based on the axiom of educational functions of reasoning. The term describing the method has been changed several times, its essence remainded, though, of course, different forms of teaching were applied. The aim of the method is strictly connected with the aim of progressive education as such: development of men independently and logically reasoning, who can cope with and adjust to changing conditions of the modern world. The book is an informational publication on the rudimentary notions in the problem solving method (learning and teaching, kinds of learning and thinking stages in the thinking process, forms of solving problems, conditions of problem solving teaching).

332. KWIECIŃSKI, ZBIGNIEW. Sprawność dydaktyczna szkoły w świetle badań testowych. (Efficiency of Teaching as Revealed by Test Examinations). Klasy Łączone. XI 1968 No. 3(58) pp. 172-182.

A presentation of the results of the investigation on the efficiency of schools (rural and urban), conducted in 1966. The investigation was conducted by means of tests checking: the ability and development of silent reading (comprehension), correct spelling, knowledge of grammar, vocabulary (literary language), and basic knowledge of mathematics. The results obtained prompt the conclusion of real discrepancy between the program requirements, and actual knowledge of pupils. The discrepancy concerns mainly the knowledge of the Polish language; knowledge of mathematics is better and results obtained almost even in rural and urban schools. Highly qualified teachers of the Polish language are badly needed; as long as the teaching

staff in rural schools is worse than that in urban schools the ideal of democratic primary education cannot be fully realized.

333. KWIECIŃSKI, ZBIGNIEW. Szkoła na wsi: zadania a rzeczywistość. (Rural Schools: Tasks and Reality). Klasy Łączone. XI 1968 No. 3(58) pp. 148-160.

Primary education in Poland aims at three goals:
1. Levelling of starting point of all children.
2. Developing a well-rounded personality.
3. Adjusting an individual to life in society.

Are these goals attained by rural primary schools? The author attempts to find answers to two questions:
1. Do all children finish primary schools?
2. Do teaching results answer the program requirements?

According to statistical data for 1960,27,1% of young people in the age group 18-24, in rural districts have not finished primary schools (in urban areas only 8,1%).The number of drop-outs is still rather high.The answer to the second question is more difficult (investigations on the subject start on different premises). The general conclusion points to the necessity of improving the standard of rural primary schools thus really giving equal chances for further studies to all children in Poland.

334. LEWIN, ALEKSANDER. Metodyka wychowania w zarysie. (Educational Methods). 2nd Revised Edition. Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1968. 264 pp.

The author deals mainly with educational methods applied in primary schools. The most important part of education is that which deals with the development of social and moral attitudes of the young, and aims at adjusting them to their functions (present and future) in society. Intellectual esthetic and physical aspects of education should not be neglected but they are, in a way, dependent on social and moral ones. The book consists of two parts: general and detailed. The first deals with following problems: educational methods as part of pedagogy, school educational tasks and its social function, school and society, old educational methods in new schools, principles of educational methods. The second part is devoted to practical prob-

lems encountered by teachers and headmasters in their work.

335. LIEBERT, IRENA. Formy utrwalania wiadomości uczniów. (Forms of Firm Establishment of Pupils' Knowledge). Chemia w Szkole. XIV 1968 No. 2/3 (74) pp. 78-83.

High school students often encounter great difficulties in learning organic chemistry. The author presents several practical suggestions of overcoming these difficulties. Models of atoms help in explaining the function of structural formulas; cycles of chemical reactions leading from a given material to a product show various practical possibilities; graphic presentation of learned notions help to systemize the knowledge obtained. Audio-visual aids (films specially) also help considerably, and so do excursions and visits to industrial plants, where students can observe chemical reactions organized on a large scale and put to practical use.

336. LISZKA, LEON. Wpływ stosowania testów na wyniki nauczania. (The Role of Tests in Improving Teaching Results). Chemia w Szkole. XIV 1968 No. 2/3(74) pp. 83-88.

After one-year long experimental application of tests in controlling results of teaching chemistry in the 10th grade of high school, the author established that:

1. Frequent control of teaching results prompts systematic work of students.
2. The majority of students appreciates this form of controlling as it allows them to see the effects of their studies.
3. Alternative answers tests are a relatively easy form of examination.
4. Frequent application of tests helps teachers to evaluate the results of their work and shows which parts of the program material must be repeated.
5. The test method of checking students' knowledge should be applied simultaneously with other traditional forms of controlling.

337. ŁOBOCKI, MIECZYSŁAW. Mechanizmy obronne a trudności wychowawcze. [F] (Defensive Mechanisms and Educational Difficulties). Szkoła Specjalna. XXIX 1968 No. 2 pp. 101-109.

There seems to be a definite correlation between defensive mechanisms and educational difficulties. Defensive mechanisms are reactions following frustration and various con-

flicts (fear, inferiority complex,tense situations at home), and can be manifested by: compensation, rationalization,identification, transformation, day-dreaming, regression,projection, isolation, sublimation, and reaction formation. Defensive mechanisms release emotional tension, thus helping to preserve necessary balance, but at the same time limit social contacts. Further examination of defensive mechanisms will help to establish and prevent causes of educational difficulties of various kinds and degrees of intensity (normal schools, special schools for handicapped children, juvenile delinquents).

338. MOROZ, HENRYK. Materiał logiczny i jego zastosowanie w procesie nauczania matematyki. (The Application of Logical Material in Teaching Mathematics). Życie Szkoły. XXIII 1968 No. 3(254) pp.13--22.

The structure of modern teaching aids allows for their various applications and interpretations according to the demands of modernized program. Among the teaching aids for the first grades of primary schools there are: coloured blocks for teaching math,colourless blocks for counting and the logical material. The logical material set prepared by the author consists of 48 geometrical figures with four basic attributes: shape, colour, size, thickness. The set is a modification of the set of logical toys prepared by Z.Dienes,and serves for a practical presentation of basic notions in mathematics. Experimenting with the logical material set proves great value of the subject teaching method in the introductory course of mathematics.

339. MYSŁAKOWSKI, ZYGMUNT. O kulturze współżycia - rozważania i propozycje. (Human Relations;Meditations and Proposals). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1967. 173 pp.

Theory of human relations is based on achievements of various sciences: psychology, sociology, pedagogy, andragogy, law, ethics, medicine. There are three main sources of practical skill of human relations: contact and imitation, reflection and transmittance, personal experience. The three sources are usually intermingled and lead up to the accumulation of experience. It is dependent,to a large extend, on the open attitude (particularly important in education). Desirable psychic contact between educators and pupils

secures the success of educational work, therefore the knowledge of establishing good relations is indispensable to all teachers (especially teachers in schools for adults, where tact, tolerance and understanding are of great importance).

340. NOWACKI, TADEUSZ. Modernizacja pomocniczych środków nauczania. (Modernization of Teaching Aids). Chowanna. XII (XXIII) 1968 No. 2 pp. 227-251.

Teaching aids and technical facilities form a separate part of the organization of the teaching process. They are determined by the teaching methods applied, as well as the program material. For many ages school programs have been dominated by the humanities; verbal way of transformation humanistic knowledge was most appropriate. Since the end of the 18th century the role of mathematics and natural sciences has been steadily increasing; hence the development of various devices making teaching and learning easier. In modern schools various teaching aids are applied; they can be roughly divided into:
1. aids for the subject classes,
2. audio-visual aids,
3. technical aid (optic and acoustic),
4. teaching and examination machines.
The development of cybernatics will most probably further transform the teaching process, and the role of teachers in schools.

341. NOWACKI, TADEUSZ. Programowanie w oświacie. (Programming in Education). Nowe Drogi. XXII 1968 No. 2 (225) pp. 70-81.

Traditional methods and organization of education do not suffice in the era of "school explosion". Programming is not a panacea for all problems connected with the development, yet, as it improves the efficiency of teaching, it is of great importance. Programmed teaching aims at modelling of educational process. Macroprogramming concerns general conditions of the educational process, determined by aims and results of teaching, as well as school programs and organization; microprogramming aims at modelling the process of studying and establishing kinds and order of intellectual functions of learning. Macroprogramming consists of five stages:
1. Planning of the ideal situation.
2. Confrontation of the plan with reality.
3. Planning stages of transformation the reality into the ideal.

4. Organization of the transformation process.
5. The executive part.

342. PLEŚNIARSKI, BOLESŁAW. Z problematyki szkoły nowoczesnej. (Problems of the Modern School). Chowanna. XII (XXIII) 1968 No. 2 pp. 153-173.

Among most popular terms in science technology and industry in the present era are: progress, modernity and modernization. The terms, however, are far from being precise, and their meaning changes according to the context in which they are used. In the humanities such terms as evolution and progress often designate the same phenomena, yet both are ambiguous. Definitions of pedagogical progress also differ considerably, and the terms of "modern" and "modernized" are often confused. According to the prognosis of futurology the modernization of schools will aim at:

1. Expansion of the role of mathematics and natural sciences.
2. Intensification and perfection of the technology of teaching.
3. Application of scientific and technological achievements in the harmonious development of all aspects (intellectual, emotional, volitionary, physical) of human personality.
4. Fulfillement of social, political, moral, cultural, and economic demands through education.

343. RUDNIAŃSKI, JAROSŁAW. Sprawność umysłowa (Intellectual Efficiency). Warszawa, Wiedza Powszechna, 1967. 320 pp.

Methodical guide on the "technology" of brain work. Consists of three parts:

1. Concerns the assimilation of knowledge (listening, observing, remembering, noting down).
2. Concerns the process of thinking (the culture of thinking, methods of creative thinking, methods activating thinking).
3. Concerns methods of transmitting the acquired knowledge to other people (elements of the course organization, technology of preparing lectures, methods of conducting discussions).

The book is based on theoretical research on the subject, as well as on practical observations and experience in the field.

344. RŻEWSKA, I. O kształtowaniu upodobań artystycznych młodzieży. (Forming Artistic Tastes of Young People). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1968. 160 pp.

A comparative study of artistic tastes of young people in Poland and France (based on the author's own observations and investigations). Artistic tastes (apart from personal preferments), are formed mainly by home environment and mass media (in the broadest sense of the term).
Nowadays, however schools begin to have part in the artistic education of the young. In Poland new subject introduced to the program of the reformed high schools aim not only at providing a certain amount of information on visual arts and music, but also at the development of artistic perception and tastes of young people. The book contains practical suggestions for teachers of artistic subjects in high schools.

345. SAWICKI, MIECZYSŁAW. Struktury logiczne w nauczaniu fizyki. [R.E.] (Logical Structures in the Teaching of Physics). Kwartalnik Pedagogiczny. XIII 1968 No. 2(48) pp. 109-126.

Teaching of physics should be based on the logical structure of physics, the science. Notional structures of selected sections of physics (the teaching program of the eighth grade) based on W. Meizenberg's classification, form a detailed proposal in formulating the program for the teacher of physics in primary school. The author discusses the following advantages of the structural program of physics:
1. It reflects basic universal principles of thinking.
2. It secures continuity of learning.
3. Teaching and learning processes resemble research work.
4. Thus required knowledge is better remembered and more easily applied.
5. It has an impact on the transfer in learning.

346. SKORNY, ZBIGNIEW. Psychologiczna analiza agresywnego zachowania się. (Psychological Analysis of Agressive Behavior). Warszawa, Państwowe Wydawnictwo Naukowe, 1968. 408 pp.

Agressive behavior is not only a function of the child's instict, but it is determined by various external factors such as social and

historical conditions of life. These conditions determine educational programs of schools, families, various organizations, cultural institutions etc., subsequently forming human relations of the given society. The author based his dissertation on the results of his investigation on the behavior of boys (age group 11-15). Boys of this age show a growing tendency of agressiveness. Their behavior often causes serious educational difficulties (schools, families, youth organizations, center of extramural education), and in some cases leads to nervous disturbances.

347. URBAŃCZYK, FRANCISZEK. Czytanie z komentarzem jako forma dydaktyczna. (Interpretative Reading). Oświata Dorosłych. XII 1968 No. 6(95) pp. 321-326.

Interpretative reading (reading with commentary) is of great educational value. It can be efficiently applied in schools for adults and various courses and lectures when it is necessary to arouse students' emotional response to the problem presented. The class or lecture of interpretative reading consists of three parts: introduction (often containing short biography of the writer); reading and commenting the chosen text (analysis), conclusion (often in the form of a discussion when students present their opinions on and reactions to the text read). Texts for reading must be carefully chosen (they should be rather simple and preferable dramatic) and adapted to the level of the audience (rural, urban); also they should relate to the problems sui generis interesting to the listeners (though they may present different striking approaches and opinions). Teachers or lecturers must be well prepared for interpretative reading (good commentary).

348. WIĘCKOWSKI, RYSZARD. Niektóre sposoby modernizacji procesu nauczania. (Some Forms of the Modernization of the Teaching Process). Chowanna. XII (XXIII) 1968 No. 2 pp. 213-226.

Every school class consists of three types of pupils: those obtaining good and very good results, those showing sufficient progress, and finally those retarded in their school progress. To liquidate this undesirable phenomenon the author organized experimental intensification of the teaching process (the problem teaching method, work in students groups, many-levelled teaching, compensating work). The results obtained show that:

1. Only the first two types of pupils profit by the problem teaching method.
2. Many-levelled teaching and compensating work improves the standard of retarded pupils.
3. Compensating work improves the teaching results of retarded pupils only temporarily.
4. Simultaneous application of all four forms of the intensification program gives satisfactory results in work with the three types of pupils.

349. WINCŁAWSKI, WŁODZIMIERZ. Przemiany wiejskich środowisk wychowawczych w Polsce. (Changes in the Rural Educational Environments in Poland). Klasy Łączone. XI 1968 No. 2(58) pp. 130-139.

A discussion on the transformation of rural educational environment must be based on the evaluation of social and economic changes in the country. For the starting point in his discussion the author takes a traditional village (a feudal and post-feudal closed communal group divided into smaller units: families), which nowadays undergoes a process of modernizing reform aiming at the formation of a modern village (an open communal group consisting of workers of agricultural and food industry). In the traditional village school, if it existed, was an alien, outside element often unacceptable by other educational factors (parents, church, local community), in the modern village, rural children will receive the same educational benefits as urban children.

350. WŁODARSKI, Z. Pamięć. (Memory). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1967. 160 pp.

Memory is a determinant of successful studies, and as such has been investigated by various scientists (educationalists, psychologists, biologists, etc.). By means of chemical, electric and morphological examination of changes in the brain they try to establish the mechanism of memory, and phases of its development (in children, adults and old people). In learning, certain functions strengthen the memory (repetition, breaks for rest during learning, division of the material into parts), others weaken it. The realization of the functioning of various kinds of memory helps in school learning as well as in adjusting to varying conditions of the environment. The material presented in the book is based on empirical research on the subject.

351. ZBOROWSKI, JAN. Ewolucja czy rewolucja w nauczaniu matematyki. (Evolution or Revolution in Teaching Mathematics). Życie Szkoły. XXII 1968 No. 6(254) pp. 3-7.

It is a well established fact that mathematics is the most difficult of all teaching subjects; moreover the number of failures in mathematics grows proportionally to grades (grade 4 - 23,2% of failurs, grade 7 - 49,4%, grade 9 - 60,9%). This fact led to a conclusion (expressed by an outstanding Polish mathematician, Professor H. Steinhaus), that learning mathematics is determined by inborn qualities possessed by ca 25% of all high school pupils, and therefore the rest should attend schools where mathematics is not included. However, the growing role of the science in all spheres of life renders this project unpractical. The modern school should therefore revise and modernize the teaching program of the subject, as well as improve the methods of teaching mathematics. The Chair of Methods of Teaching Mathematics at the Advanced School of Pedagogy in Cracow conducts a series of research works on the subject. The conclusion reached so far points out to the decisive role of introductory teaching (first grades of primary schools) which seems to determine the further progress.

352. ZBOROWSKI, JAN. Kierunki i niektóre problemy unowocześnienia procesu nauczania. (Trends and Problems of the Modernization of the Teaching Process). Chowanna. XII(XXIII) 1968 No. 2 pp. 193--212.

The general slogan of progress "better, quicker and more" can be well applied to education. One of the basic problems of education is correlation of the teaching program material with the achievements of modern science and technology. As it is, pupils obtain information from extramural sources and find the school teaching dull and unattractive. Methods of teaching, or rather providing information is also of great importance. Traditional teaching does not suffice; it is necessary to apply methods developing students' habit of independent studies and active participation in the educational process (the role of the problem teaching). The organization of the teaching process is also important (teaching in groups, individualized teaching).

See also: 364, 366, 367, 368, 371, 401, 402.

THE TEACHER'S PROFESSION

353. CSORBA, TIBOR. Kształcenie a praca zawodowa nauczycieli wychowania plastycznego. (Training and Vocational Work of Artistic Education Teachers). Warszawa, Państwowe Wydawnictwo Naukowe, 1967. 74 pp.

A publication prepared at the Institute of Research on Higher Education by an artist who is also a practising teacher of artistic education. The present system of advanced artistic education (Academies of Fine Arts) is not pedagogically oriented, teachers' colleges which at present provide artistic education teachers for schools, cannot be said to fulfill their task efficiently (training period is rather short, teaching program limited). In view of the growing role of the education-through-art program a reform of the training system is badly needed. The author puts forward suggestions of including pedagogical training into the program of some departments of academies of fine arts (as is the case in Hungary, the native country of the author).

354. GAWLIKOWSKI, EDWARD. Nowoczesny nadzór pedagogiczny. (Modern Pedagogical Supervision). Chowanna. XII (XXIII) 1968 No.2 pp. 270-285.

School inspections, and practical application of the materials collected during them, is one of the main factors determining pedagogical and administrative order in school. School inspectors while controlling the work of the school should at the same time inspire and organize educational functions prompting pedagogical progress. The problem of controlling and supervising the work of schools is specially important now at the moment of the realization of the school reform aiming at the modernization of aims and methods of teaching. Coordinating, instructing and directing functions of school inspecting can be realized only when there is a proper pedagogical atmosphere in the school based on the idea of cooperation and shared responsibility.

355. IŻYCKI, JÓZEF and WOŁCZYK, JERZY. Planowanie zatrudnienia kadr oświatowych. (Planning Employment of

Teachers). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1968. 131 pp.

Interdependence of education and economics resulted in the formation of a new scientific specialization: economics of education. Research works in the field concern costs of educational investments, efficiency of studies, etc., and are being conducted in various countries (the USSR, the USA, France, Italy). Changing economic conditions prompt the increase of man's role in productive processes - for that role man must be well prepared and trained. Planning of education in modern society must and is done by central coordinative authorities. The authors discuss the following problems connected with planning of educational staff:

1. Problems of Educational Staff in Planning.
2. Determinants of Demand for Educational Staff.
3. Determinants of the Employment Policy.
4. Educational Staff and Executive and Administrative Functions.

The publication contains statistical data and bibliography pertaining to the subject.

356. JAKUBOWSKI, MARIAN. Niedocenianie czy przecenianie możliwości i wartości akademickiego kształcenia nauczycieli? (Under- or Over-Estimating University Training of Teachers?). Wychowanie. 1968 No. 9(202) pp. 5-10.

According to the author there is a general critical attitude to valors and possibilities of university training of teachers. A proposal of university training for all teachers is not always scientifically justified. University departments presumably training staff for high schools devote only a small portion of the time and program to pedagogical training of students. Thus it would be absurd if they trained also staff for primary schools, where special pedagogical training is essential. Criticism of university system of training teachers should not lead to opposing various forms of teachers training, but rather it should serve in finding new modern and more appropriate forms of cooperation.

357. KOTARSKI, KAZIMIERZ. Egzamin kwalifikacyjny nauczycieli. (Examination for Teachers' Qualifications). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1968. 199 pp.

Teachers obtain their scientific and pedagogical qualifications in the course of studies, professional qualification can be mastered only in practice. After two- to five-year-long teaching practice teachers are supposed to take the examination for teachers' qualifications, which finally confirms their teaching abilities. The present publication is a practical guide for young teachers planning to take the examination, and contains all legal rules regulating the organization and procedure of the examination, as well as suggestions as to the manner of fulfilling the examination requirements. A selected annotated bibliography of pedagogical works for self-instruction is included.

358. KRAWCEWICZ, STANISŁAW. Doskonalenie zawodowe nauczycieli wymaga reformy. (The Reform of the Teachers' Training System). Głos Nauczycielski.LI 1968 No. 24 pp. 6-7.

A discrepancy between tasks of education on one hand, and the existing possibilities of realizing them on the other, must be liquidated. Teachers must constantly improve their qualifications and enlarge the knowledge of the subject taught. School autorities must secure conditions allowing for systematic self-instruction and studies in the course of professional work (ex. professional advancement following the improved standard of qualifications). Making further studies of practising teachers compulsory, will not solve the situation, but might lead to further unnecessary problems. Wide discussion on the problem, directed by the Polish Teachers' Union, might greatly contribute to the planned reform of the training system of practising teachers.

359. MACIASZEK, MAKSYMILIAN. Start zawodowy nauczyciela. (Beginning of Teachers' Professional Career). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1968. 219 pp.

The book is a result of a long research work on the beginning of young teachers vocational career. It is based on: questionnaires, observations, interviews and young teachers' reports. The material obtained is grouped under the following headings:

1. Teacher as a research problem.
2. Teachers about their work(autobiographies, questionnaires).

3. Young teachers' work (qualifications, educational and teaching work, cooperation with the environment, self-instruction, evaluation of teachers' work).
4. Potential possibilities of increasing the efficiency of young teachers' work (further professional studies, conditions of work in schools).

The annex contains investigation sheets and bibliography of works on the subject.

360. MAKOWSKI, KAZIMIERZ. Poprawa i perspektywy. (Improvement and Perspectives). Głos Nauczycielski. LI 1968 No. 2 pp. 1 and 4-5.

A coming plenary meeting of the Main Administration of the Polish Teachers' Union will be devoted to the problems of safety measures in schools and teachers' living conditions. The situation in this respect has been recently greatly improved. The Act of Safety and Hygiene of Work passed on March 30, 1965, covers schools and educational institutions. New schools built to commemorate the Millenium of the Polish State answer all requirements in this respect. Also newly erected university buildings (specially those for scientific and technical departments) have been planned according to the safety of work regulations. However, some old school buildings need further modifications to be really adjusted to the requirements of new reformed programs.

361. NOWACZYK, CZESŁAW and STARACZAK, JERZY. Kształcenie nauczycieli w zaocznych studiach nauczycielskich. (Training Teachers in Extramural Teachers' Colleges). Wychowanie. 1968 No. 10 (203) pp. 12-13.

Extramural training of teachers is a well-established practice in Polish education. The authors conducted a research work on two problems connected with extramural training of teachers:

1. Accordance between the subject taught and the chosen study specialization, and employment of teachers with additionally obtained qualifications.
2. Motivation of the choice of studies.

The investigation established a relatively big discrepancy between the specialization obtained in the course of studies and subjects taught at school. Motivation of the choice of studies is of three kinds: intellectually-emotional, social, practical. The first kind seems to dominate. Results obtained in the

course of the investigation lead up to two conclusions:

1. Recruitement of students for extramural teachers' colleges must be improved.
2. Additional qualifications of teachers should be better applied and used in the school practice.

SCHOOLS AND INSTITUTIONS

P r e s c h o o l

362. BUKOWSKI, TADEUSZ. Kilka informacji o rozwoju placówek przedszkolnych w państwowych gospodarstwach rolnych. (Some Information on the Development of Preschool Education Centers in National Agricultural Farms). Wychowanie w Przedszkolu. XXI 1968 No. 6(218) pp. 281-286.

Preschool education in rural districts in Poland has a short history. A rapid development of nursery school network started in 1960: the number of rural nursery schools in 1960 was 173, in 1967 - 776 (not including other seasonal forms of preschool education). The development results from a new program of social and educational policy for national farms followed by the Ministry of Agriculture. The quantitative change was accompanied by qualitative improvement (better qualified staff for rural centers, financial endowments). Rural nursery schools are partly financed by the national budget, partly by own funds of national farms (convenient financial arrangements). Statistical data, tables illustrating the development of nursery schools in villages are included.

See also: 371.

P r i m a r y

363. BOGDAŃSKA, A. and others. Pracownia i klasa - pracownia fizyczno-chemiczna. (Physical and Chemical School Laboratory). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1968. 88 pp.

The book is prepared by a group of physics and chemistry teachers as a guide for organization of laboratories in primary schools. Contains following chapters:

1. Introduction.
2. Localization of the Laboratory.
3. Laboratory Equipment.
4. Conservation of Furniture, Fools and Teaching Aids.
5. Installation.
6. Laboratory Interior.
7. Planning Financial Means.

364. BREITKOPF, ELŻBIETA. Badania w zakresie problematyki wyboru szkoły i zawodu przez absolwentów szkół podstawowych w Polsce. (Choice of Secondary Traning in Poland). Kwartalnik Pedagogiczny. XIII 1968 No.1(47) pp. 79-89.

The choice of secondary education determining to a large extend future profession is investigated from various points of view:psychological, pedagogical, sociological, etc. From the point of view of social pedagogy the following aspects are essential:
1. Family environment and the choice of profession.
2. Primary school preparation for the choice of profession.
3. Determinats of the further career of primary school pupils.
4. Demands of the national economy and young people's wishes.

The attitude of parents and other adults in the family toward their work implies the form of information on the value of work in human life received by children. Schools either strengthen the attitude and confirm the choice approved by parents, or, when necessary, correct it and suggest other possibilities. The choice of: high schools,vocational schools, factory schools or work confronting primary school alumni is determined by: the environment (rural or urban), cultural standard of the family, economic needs and opportunities of the district.

365. DEMBOWSKA, JANINA and JAKUBOWSKA, ZOFIA. Nauczanie języka polskiego w klasach V-VIII szkoły podstawowej. (Polish Language Teaching in Grades 5-8 of Primary Schools). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1968. 190 pp.

A book on methods of teaching the Polish language in grades 5-8 of primary schools, containing four parts: 1. general methods problem, 2. teaching literature, reading, technology of brain work, exercises in speaking and writing, 3. grammar teaching,4. teaching orthography and punctuation. In search for

most efficient methods of teaching the Polish language several factors must be considered: teaching results obtained in all parts of the program, general intellectual development of pupils, preparation of pupils for participation in the social and political life of the country. Normative character of teaching methods does not exclude possibilities of further experiments both practical in schools, and theoretical in research institutes.

366. Kształcenie politechniczne w nauczaniu biologii. (Polytechnical Training in Biology Teaching). Edited by Jadwiga Doboszyńska and others. Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1967. 225 pp.

One of a series of publications for primary school teachers concerning the realization of the polytechnical education program. The idea of the program is an integration of intellectual and manual work in the process of learning, or, in other words, immediate application of theoretical knowledge to practical tasks. The program increases general and technical knowledge of pupils developing at the same time socialist attitude to work and an ability of team activity. Through developing pupils' interests and abilities it helps in the choice of the future profession. The present publication deals with the application of polytechnical education to the teaching of biology (exercises experiments, model classes, etc. are included).

367. Kształcenie politechniczne w nauczaniu chemii. (Polytechnical Training in Chemistry Teaching). Edited by Anna Bogdańska and others. Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1967. 105 pp.

One of a series of publications for primary school teachers concerning the realization of the polytechnical education program. The idea of the program is an integration of intellectual and manual work in the process of learning, or, in other words, immediate application of theoretical knowledge to practical tasks. The program increases general and technical knowledge of pupils developing at the name time a socialist attitude to work and an ability of team activity. Through developing pupils' interests and abilities it helps the choice of the future profession. The present publication deals with the application of polytechnical education to the

teaching of chemistry (exercises, experiments, model classes, etc. are included).

368. Kształcenie politechniczne w nauczaniu geografii. (Polytechnical Training in Geography Teaching). Edited by Jadwiga Jaroszowa. Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1967. 180 pp.

One of a series of publications for primary school teachers concerning the realization of the polytechnical education program. The idea of the program is an integration of intellectual and manual work in the process of learning, or, in other words, immediate application of theoretical knowledge to practical tasks. The program increases general and technical knowledge of pupils developing at the same time socialist attitude to work and an ability of team activity. Through developing pupils' interests and abilities it helps in the choice of the future profession. The present publication deals with the application of polytechnical education to the teaching of geography (exercises, experiments, model classes, etc. are included).

369. MATYSIK, Z. and others. Doświadczenia chemiczne w szkole podstawowej. (Chemical Experiments in Primary School). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1967. 248 pp.

The book is divided into three parts. The first presents the organization of a chemical laboratory in primary schools and a supply of necessary equipment and facilities. The second part is devoted to a description of the organization of school experiments (preparation, execution and presentation, noting the results). The final part gives a long list of experiments exemplifying the program material for grades 7 and 8. A bibliography of works on the subjects is included.

370. MORAWSKA, ZOFIA and WILKOWA, ANNA. Kształcenie języka dziecka w klasach I-IV. ((Development of Child's Language in Grades 1-4). 2nd Edition. Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1968. 230 pp.

One of the basic tasks of primary school is to teach children a fair command of the native language. Abilities of speaking, reading and writing are indispensable tools in the perusal of knowledge. The Polish lan-

guage teachers are to lead pupils up to a conscious study of the language. At the same time, the propedeutic course of the Polish language contains elements of other subject, reading providing information on and facts of other disciplines, as well as bring an important influence in the development of moral and social attitudes. The book is a guide on methods of teaching the language addressed to teachers of introductory level.

371. TROJANOWSKA, B. O wyrównaniu startu dzieci wiejskich do szkoły podstawowej. (Increasing the Standard of Rural Children's School Maturity). Wychowanie w Przedszkolu. XXI 1968 No. 6(218) pp. 286-293.

The main task of rural preschool centers is to increase the standard of rural children's school maturity to the level of their urban colleagues. Physical development of rural children is relatively low, their health is often worse than that of city children. Intellectually they are often retarded (poor education of parents). Social and moral education of rural children is usually based on traditional religiouns patterns, yet, as compared to their urban colleagues they show closer link with their environment and a higher ratio of social involvement. Preschool education centers must make up for the disadvantages; one of the basic problems is the development of such forms of remedial work which can be continued at home (the child's stay in the center is not long enough). The cooperation with parents, which often amounts to a special educational program for parents, is therefore indispensable.

372. WALCZYNA, JADWIGA. Integracja nauczania początkowego. (Integration of Introductory Teaching). Wrocław, Ossolineum, 1968. 260 pp.

The theory of integrated introductory teaching takes into consideration two important aspects of education: present and future. The former aims at best possible development of pupils in the given period of their life, the latter - at preparing and adjusting them to their future functions in society. Primary school should not be treated as a mere preparation for further studies, nor should it become a closed - in unit isolated from future careers of pupils. Integrated teaching material does not break away completely with the systematic and logical arrangement of former programs (heterogeneous information

obtained by pupils outside schools can be there systemized). The teaching process is intensified by the introduction of various forms of activity (simulteneous engagement of the child's will, brain, emotions, interests, abilities), and is a compound of five main forms of education (education - through: - science, - technology, - art,- social life, physical culture).

See also: 322, 324, 332, 345.

S e c o n d a r y

373. Wokół wychowania obywatelskiego. (Citizenship Education). Życie Literackie. XVIII 1968. No. 12 (843) pp. 6-7.

A report on a discussion organized by the Życie Literackie weekly on the problems pertaining to the realization of a new subject, citizenship education, introduced to the last grades of primary and secondary schools. Participants of the discussion included school inspectors, writers, teachers of the subject representatives of the weekly. Citizenship education aims at developing social attitudes of pupils appropriate to future members of the socialist society. The task obviously cannot be achieved during two or three teaching hours a week, all other subjects and the whole educational program of schools must contribute. However, the leading role of the subject as giving scientific background for these attitudes, remains. Are teachers of the subject well prepared for their responsible task? The question was a leading problem of the discussion.

See also: 314, 328, 329, 335, 336, 344.

V o c a t i o n a l

374. Kształcenie zawodowe. (Vocational Training). Warszawa, Państwowe Wydawnictwo Szkolnictwa Zawodowego, 1968. 365 pp.

A report on the scientific conference on vocational training organized by the Institute of Pedagogy in Warsaw, at the end of 1966. Papers and articles presented at the conference concerned research on vocational education program and on methods applied in

its execution, and were prepared by theoreticians and practitioners of vocational education.
Problems discussed were grouped under the following headings:
1. Basic Research Problems.
2. Planning, Organization and System of Vocational Education.
3. Process of Vocational Training.
4. The Choice of Profession.
5. Secondary Technical Staff.

See also: 307, 308, 325.

H i g h e r

375. BORTNOWSKI, STANISŁAW. Próba rokowań w przededniu egzaminów wstępnych. (Negotiations Before University Entrance Examinations). Życie Literackie. XVIII 1968 No. 24(855) pp. 1 and 13.

Every year discussions after the university entrance examinations follow the same pattern: members of the university admission boards critisize the standard of candidates' preparation and high school teachers, who in turn, find fault with the examinations system (questions exceeding the school program, nervous atmosphere, mechanical approach, etc.). Both sides are to a certain extend right, yet this kind of criticism leads nowhere. The author suggests other more fruitful problems for discussion:
1. Universities and high schools should cooperate in the recruitment system.
2. Division of high schools into specialized sections would doubtlessly increase the standard of high school graduates.
3. Objective methods of evaluating candidates' knowledge and abilities should be worked out.
4. Schools should be informed about the examination results of their graduates.
5. Experimenting in the acceptance policy must be encouraged.

376. BUKOWSKI, JERZY. Zmiany ustaw - odbiciem przemian. (Legal Acts Reflect Reality). Życie Warszawy XXV 1968 No. 143 (7676) p. 3 No. 144 (7677) p.3.

The author, a former president of Warsaw Polytechnic (Technical University) presents his opinion of a planned reform of the higher education system. He disagrees with the opinion expressed by Professor J. Szczepański

(see: 386) that over-abundance of legal rules and regulations is a main source of shortcomings of higher education. Of course, frequent changes in the legal status of universities do not prompt their development, yet all (or nearly all) these changes were determined by changing social economic and political conditions. It is worth while to remember them at the moment, if only as a warning against too hasty changes of the present act which cannot, in any case, automatically solve all existing problems.

377. DASZKIEWICZ, WIESŁAW. Nauczanie procesu karnego a nowy program studiów prawniczych. (Teaching Criminal Law in the New Program of Law Departments). Życie Szkoły Wyższej. XVI 1968 No. 6 pp. 47-58.

The new program of university law departments shortens the time allottment for teaching criminal law, thus necessitating some limitation of the program material. The selection can be done on the basis of either of the two concepts of law studies:

1. Law studies should equip every student with a certain amount of theoretical knowledge indispensable as a basis for future professional career.
2. Law studies should provide practical information enabling graduates to undertake and fulfill professional tasks immediately after finishing studies.

The first concept predominates at the moment; university studies should provide sound but general theoretical basis for profession; applied knowledge is easily assimilated in practice.

378. Dokumenty organizacyjne: Statut Akademickiego Związku Sportowego; Regulaminy. (Rules and Regulations concerning the Academic Sport Union). Warszawa, 1967. 54 pp.

Legal rules and regulations determining activities and status of the Academic Sport Union, an association of university students. Statistical data illustrating the development of sport in advanced schools are provided. Physical culture is an important part of the educational program; the Academic Sport Union organizes various sport activities for university students.

379. GMYTRASIEWICZ, MICHAŁ and KLUCZYŃSKI, JAN. Ekonomiczna analiza kosztów kształcenia w latach 1961-1965 w szkołach wyższych. [R.E.] (Economic Analysis

of the Costs of Advanced Studies in the Years 1961-1965). Kwartalnik Pedagogiczny. XIII 1968 No.2 (48) pp. 127-148.

The number of university graduated specialists is increasing, yet the increase ratio is not yet satisfactory (the needs of the national economy, results obtained in other socialist countries). One of the reasons seems to be the relatively low efficiency of teaching in advanced schools, which,in turn, might be caused by a lack of sufficient economic stimulants both in the process of traning itself, and rewards rendered by university education in later professional work.There is therefore an urgent need for a change in the system of financing advanced schools prompting more efficient work on part of students as well as of teaching staff. At current prices, the rise in budget expenditure for higher education in the years 1961--1965 comes to 42%, at stable prices it amounts to only 28%. In the same time the number of students increased by 46%.

380. KLIMCZAK, WACŁAW and ROLIŃSKI, BOHDAN. Zrzeszenie Studentów Polskich od A do Z. (All About the Polish Students' Association). Warszawa, Iskry, 1967. 168 pp.

The Polish Students' Association is a union of all university students in Poland.It serves mainly as a trade union taking care of such problems as living conditions,vacations, sick leaves, students' rights, etc., yet a specific character of "the student's profession" enlarges its scope of activity with some additional tasks, such as: participation in the students selfgovernment, organization of discussion clubs, directing students' amateur theatre and artistic movement, organization of various vacation camps for students in Poland and abroad, etc. The present publication is a popular directory of all activities of the Association with statistical data included.

381. KORDIK, ANDRZEJ. Programy studiów prawniczych i ich tendencje. (Tendencies in the Programs of Law Departments). Życie Szkoły Wyższej. XVI 1968 No. 6 pp. 35-46.

After World War II programs of law departments in Poland have been changed four times. Every time two tendencies may be observed: conservative aiming at preserving the status

quo, reformatory introducing changes and modifications. Reforms are not limited to mere changes of proportions between various subjects and forms of classes, but they also concern changes in the teaching material, study methods and whole systems of training. They all aim at working out programs which would secure most efficient training of modern lawyers. The author proposes shortening of the course of studies to four years, providing new forms of studies are introduced (small seminar groups, various forms of independent studies controlled by individual consultations with teachers).

382. KURZELA, IRMA and others. Z badań nad środowiskiem domu studenckiego. [R.E.] (Research on the Students Hostel Environment). Warszawa, Państwowe Wydawnictwo Naukowe, 1967. 113 pp.

A publication prepared at the Institute of Research on Higher Education, as a report on an investigation on the educational and other functions of students' hostels, conducted in Łódź and Cracow. On the basis of the results obtained in the inwestigation the authors worked out an ideal model of a group of students sharing the same room (same age, majors, interests, etc.). Educational work in students' hostels is conducted almost exclusively by students themselves and in many cases is highly praiseworthy and successful (the growth of students' independence), yet in many cases it would greatly profit by the cooperation with university authorities and the teaching staff.

383. LEGOWICZ, JAN. Uczyć - to wychowywać. (Teaching Equals Educating). Życie Szkoły Wyższej. XVI 1968 No. 6 pp. 3-16.

March incidents in Polish universities pointed out to some severe shortcomings in the educational work of scientific staff. The root of the trouble seems to lie in the discerpancy between teaching and educational functions of universities which must, yet not always have been, correlated. The result of neglecting the second function was students' general disortientation following the distrust of their teachers. The situation must be carefully investigated, and the analysis should center round three main problems:

1. Ideological and educational tasks of university teachers.

2. Young people as a subject of ideological educational and political impact.
3. Form, methods and meaning of efficient educational and teaching activity.

384. ORACZ-ŚWIECKI, ANDRZEJ. Tędy droga na wyższą uczelnię. (This is the Road to University). Życie Warszawy. XXV 1968 No. 152 (7685) p.3.

The process of recrutment of students for universities begins really on the threshold of primary and secondary schools. Though secondary vocational school diplomas entitle young people for applying for university acceptance, it is well known that a small percentage of vocational school graduates takes (and even smaller passes) the university entrance examinations. It is also known that childreen of working class origin show a definite preferement for vocational schools, thus impairing their chances of advanced studies. To change this situation, undesirable from social and political points of view, it is necessary to reform the system of accepting high school students and make the rules more favorable to candidates of working class origin.

385. RYDLEWSKI, STANISŁAW. Forma, treść i perspektywa procesu dydaktyczno-wychowawczego. (Forms, Meaning and Perspectives of Teaching and Educational Process). Życie Szkoły Wyższej. XVI 1968 No. 6 pp. 17-27.

Man is a subject of educational and teaching process throughout his whole life, being influenced by parents, schools, vocational work, environment. The author shows one fragment of this process, as organized and executed at Gdańsk Polytechnic (Technical University). The process is organized by all elements of the school: political and youth organizations, university authorities, teaching and scientific staff. Direct informal contact of teachers and students increases the efficiency of educational influence. One of specific and highly successful educational forms used in Gdańsk is the so-called Students' Parliament at the Polish Students' Associations. The members are elected according to the parliamentary rules from among best students, and the activities of the Parliament cover most urgent problems of the school. Regular "rector's Fridays" and "dean's Tuesdays" with the participation of the MPs are devoted to the analysis of works accomplished in the week past and planning tasks for the coming week.

386. SZCZEPAŃSKI, JAN. Naprawa systemu szkolnego a możliwości nowej ustawy. (Reform of the School System and New Educational Act). Życie Warszawy. XXV 1968 No. 132 (7665) p.4.

An article written by an outstanding Polish sociologist, Professor Jan Szczepański on the forthcoming reform of higher education. The present system of higher education in Poland shows several shortcomings, so does the practice of university work. The improvement is therefore highly advisable, or even necessary, yet it must be remembered that legal regulations (however good they may be) can rarely solve practical problems. The new act of higher education, which must be carefully prepared, will not eliminate all difficult problems universities cope with at the moment, though it is to be hoped it will make the solution of the problems more plausible.

387. SZŁAPCZYŃSKI, JÓZEF KLEMENS. Zarząd szkołą wyższą w Polsce Ludowej. (Administration of Advanced Schools in Poland). Warszawa, Międzyuczelniany Zakład Badań nad Szkolnictwem Wyższym, 1968. 136 pp.

Analysis of the functioning of higher education administration as a whole, and of an advanced school as an organizational unit is done from two points of view: that of administrative law and that of administration. One of the causes of higher education shortcomings is a faulty organizational structure and administration system. Legal uniform organizational model in confrontation with sociological and economic reality breaks up and becomes distorted. Of course, all sweeping and general conclusions may be misleading, yet it seems advisable, according to the existing rules, to experiment with new models (examples of the Adam Mickiewicz University in Poznań, and University in Greifswald).

388. Walka na punkty i zdolności. (University Entrance Examinations; Competition of Points and Abilities). Polityka. XII 1968. No. 25 (590) p. 11.

A discussion organized by the Polityka weekly with representatives of the Electronics Department of Warsaw Polytechnic (Technical University) on the new system of recruitment of students for advanced studies. The discussion centered round four main problems:

1. The number of students of working class (industrial and agricultural) origin should

be increased so as to make the social structure of the university students body similar to that of the whole country.
2. Candidates from "worse - schools" in the provinces should be favored.
3. Children of the first generation intelligentsia should be put in a special category.
4. Special abilities and intellectual predispositions of candidates must be properly appreciated.

389. Zmiany na dziś i jutro. (Changes for Today and Tomorrow). Kultura. VI 1968 No. 20(258) pp. 8-9.

A report on a discussion organized by the Kultura weekly on the problems of the structural reform of higher education in Poland. Participants of the discussion included professors and presidents of advanced schools in Warsaw (University, Technical University, Main School of Planning and Statistics). At present, the main structural unit of university is a chair; several chairs form a department headed by dean and department councils supervised in turn by the senate and university presidents. The proposed reform suggests organizations of institutes (some already exist). Another problem which must be systematized concerns the correlation of the three main tasks of advanced schools: scientific research, training and educating students, development of scientific staff.

390. Z posiedzenia Kolegium Rektorskiego uczelni warszawskich na temat nowelizacji ustawy o szkolnictwie wyższym. (Conference of Rector's Committees of Warsaw Advanced Schools on the Amendment of the Higher Education Act). Życie Szkoły Wyższej. XVI 1968 No. 6 pp. 78-82.

A report on the conference of Rector's Committees of advanced schools in Warsaw, held in May, 1968. The conference was devoted to a projected amendment of the Higher Education Act, and concerned:
1. The university rector's authority should be increased; rectors should be nominated by the Minister of Higher Education for a period of three years.
2. The university senate is an advisory body dealing with: planning of research and teaching, evaluating scientific teaching and educational work of separate departments, etc.

3. Deans should be nominated by the Minister, their authority increased.
4. Department Councils are deans advisory bodies.
5. Scientific staff should have following qualifications and abilities:scientific, pedagogical, social and political.

See also: 311, 312, 356.

A d u l t

391. BRONIAREK, ANDRZEJ and GORE-GORSZEWSKI, JERZY. I ty możesz studiować zaocznie. (You too May Become an Extramural Student). Warszawa, Iskry,1968.270 pp.

A useful directory containing all kinds of information on the conditions of extramural secondary and advanced studies. Study conditions at factory vocational schools open to workers are also discussed. The authors present various forms of study systems at universities and technical universities (organization, hierarchy of functions and scientific degrees, various forms of classes, library guide). The preface contains fragments of questionaires concerning this form of studies answered by extramural students. Exemplary university entrance examinations questions are quoted. Adresses and admission requirements of various schools are included.

392. KRAJEWSKA, KAROLINA. Bibliografia oświaty dorosłych za okres 1.XI-30.XI.1967. (Bibliography of Adult Education for November, 1967). Oświata Dorosłych. XII 1968 No.2 (92) pp. 127-128.

A serial bibliography published regularly in the Oświata Dorosłych (Adult Education) mounthly. Contains bibliographical annotations of all books and articles pertaining to adult education in Poland. This issue covers November, 1967, and contains following sections.
1. General Problems.
2. Cultural and Educational Activity.
3. Adult Studies and Self-Instruction.
4. Libraries and Reading Interests.

393. KRAJEWSKA, KAROLINA. Bibliografia oświaty dorosłych za okres 1.I-31.I.1968 oraz uzupełnienia za rok 1967. (Bibliography of Adult Education for January, 1968, and Supplement for 1967). Oświata Dorosłych. XII 1968 No. 4(93) pp. 255-256.

A serial bibliography published regularly in the Oświata Dorosłych (Adult Education) monthly. Cpntains bibliographical annotations of all books and articles pertaining to adult education in Poland. This issue covers January, 1968, as well as supplement for the year 1967, and contains following sections:
1. General Problems.
2. Adult Studies and Self-Instruction.
3. Cultural and Educational Activity.
4. Libraries and Reading Interests.

394. KRAJEWSKA, KAROLINA. Bibliografia oświaty dorosłych za okres 1.III.-31.III.1968 r. oraz uzupełnienia za rok 1967. (Bibliography of Adult Education for March, 1968, and Supplement for 1967). Oświata Dorosłych. XII 1968 No.6(95) pp. 382-384.

A serial bibliography published regularly in the Oświata Dorosłych (Adult Education) monthly. Contains bibliographical annotations of all books and articles pertaining to adult education in Poland. This issue covers March, 1968, as well as supplement for the year 1967, and contains following sections:
1. General Problems.
2. Adult Studies and Self-Instruction.
3. Cultural and Educational Activity, Amateur Artistic Movement.
4. Libraries and Reading Interests.

395. MARCZYK, WOJCIECH. Szkoła podstawowa dla pracujących na tle potrzeb środowiska umprzemysłowianego. (Primary Schools for Adults and the Needs of Industrialized Areas). Kwartalnik Pedagogiczny. XIII 1968 No.2 (48) pp. 171-182.

The Chair of Social Pedagogy at Warsaw University conducted a research work on the impact of primary schools for adults on the environmental structure in the industrialized area. The work was conducted in Płock, and established:
1. Industrialization prompts education (though motivation of studies is mainly utalitarian).
2. Quick courses are preferable to systematic school training.
3. School is a unifying factor in the industrialized environment.
4. Increased cooperation between school and environment.
5. A large number of regular school dropouts continued their education in schools for adult.

6. Industrialization prompts educational and cultural development of the district.
7. Dynamics of the school development is determined by the environmental needs.
8. Insufficient interest of industrial plants in the training of their staff.
9. Pupils' interests are not compatible to the needs of the environment.
10. School helps people to adjust to the changing needs of the industrialized area.
11. Financial and material equipment of the school must be correlated with its new tasks.

396. PÓŁTURZYCKI, JÓZEF. Uwspółcześnianie kształcenia i wychowania w szkołach dla dorosłych. (Modernization of Education in Schools for Adults). Oświata Dorosłych. XII 1968 No. 2(92) pp. 68-76.

Secondary schools for adults are an important form of training staff for the national economy. To fulfill their tasks properly and efficiently they must be adjusted to the requirements of modern pedagogy. The modern theory of education consists of three groups of elements: organization, teaching methods, education. As far as the organization of schools for adults is concerned, the following elements must be modernized: school buildings, teaching facilities, school programs and forms of their application (pedagogical experimenting). The present practice shows that teaching in schools for adults consists of presentation the material for memorization with almost total neglect of other aspects of the teaching and learning process (explanation, understanding, assimilation, presentation, application). Education and formation of desirable attitudes in adult students should also include the following elements:
1. Manners and human relations.
2. Citizenship education.
3. Patriotic education.
4. Political education.
5. Ideological education.

397. SKONKA, LESZEK. Swoiste cechy kursu. (Specific Attributes of Courses). Oświata Dorosłych. XII 1968 No. 4(93) pp. 197-204.

Training courses are now one of the most popular forms of adult education. Therefore it is necessary to examine and establish specific attributes of the courses, their educational possibilities and organizational forms. The difference between the course-training

and regular schooling consists not only of different character of the two educational forms, but also of the order and intensity of attributes common to both. According to the author the most essential attributes of the course - training run as follows:

1. Relative independence and organizational autonomy.
2. Temporary existence (short).
3. Systemized teaching.
4. Narrow and specialized programs.
5. Changeability of teaching programs and methods.
6. Changeability of organizational structure.
7. Adaptability to particular needs.
8. Lack of stabilized teaching staff.
9. Unprofessional teaching staff.
10. Quick results of training.
11. Relatively high efficiency of teaching.
12. Low costs of training (as compared to schools).

398. SOCHA, MARIAN. Perspektywy korespondencyjnego doskonalenia kadr technicznych. (Correspondence Training of Technical Staff). Oświata Dorosłych. XII 1968 No. 4 (93) pp. 223-226.

Correspondence training of technical staff is sometimes considered practically impossible (necessity of laboratory work, modern research apparatus, contacts with professors and lecturers). On the other hand, success of the TV technical university and courses organized by the Main Technical Organization point to opposite conclusions. Needs of the modern industry determine the necessity of incessant training and re-training of technical staff; engineers with university diplomas must follow the achievements of the rapid development of science and technology. In many cases, correspondence courses are the only solution of the problem. To answer all the needs the correspondence courses program must be well coordinated with other forms of instruction (scientific and technical conferences, lectures, directed self-instruction) as well as supplemented with exhibitions, shows, films, visits to leading industrial plants, etc.

399. ŻYTKO, MIECZYSŁAW. Program pracy oświatowej uniwersytetu powszechnego a jego słuchacze. (Educational Program of the University Extension Courses and Students There). Oświata Dorosłych. XII 1968 No. 4(93) pp. 193-196.

Organization and program of the university extension courses are not yet finally established. A framework program defines them as a center of intensive training open to adults throughout their life. Their task is to develop intellectual and cultural needs of adults, to form their habits of brain work and cultural interests, as well as to teach methods of independent self-instruction. Analysis of educational programs of these centers shows that they are determined by the following factors: present tasks of educational and cultural policy, particular needs of the local environment, living conditions of students, possibilities of the centers. Only when all these factors are considered can the educational tasks of the university extension courses be fulfilled.

See also: 347.

S p e c i a l

400. KIREJCZYK, KAZIMIERZ. Ewolucja systemów kształcenia dzieci głuchych. [R.E.F.] (Evolution of Systems of Training Deaf Children). Warszawa, Nasza Księgarnia, 1967. 287 pp.

The purpose of the work is to present a systematic classification of deaf children for pedagogical purposes, and a gradual adaptation of educational systems to the changing needs of society as well as to the capacities and possibilities of people afficted with deafness. The work consists of three parts: the first (ch. I-II) presents a new manners of classifying deaf persons and purposes of instructing them in the modern world; the second (ch. III-VI) is a historical sketch on the evolution of various systems of teaching the deaf in the past; the third (VII-X) contains a critical analysis of the present system of training as well as suggestions for its reform. All research and experimental works aim at securing, by all feasible means, a complete revalidation of deaf people.

401. NOWAKOWSKI, JÓZEF. Problem dostosowania kształcenia i wychowania dzieci specjalnej troski do stanu ich rozwoju umysłowego. [F.] (Adjusting Educational and Teaching Methods to the Mental Abilities of Handicapped Children). Szkoła Specjalna. XXIX 1968 No.2 pp. 86-100.

Special primary schools must be adjusted to the needs and abilities of handicapped children attending them. Physically invalid children are divided into normally developed and mentally underdeveloped (mild, moderate, severe and profound). For every group different programs and different teaching methods must be applied. Since 1966, the Ministry of Education has been organizing special schools, grades and groups for handicapped children. The first stage of teaching concentrates on the development of speech, adjustment to social life formation of independence. Educational achievements of these schools show that properly selected programs, methods and teachers can prompt the development of handicapped children helping them to adjust to life in the community.

402. TUŁODZIECKA, IRENA and TUŁODZIECKI, WACŁAW. Kształtowanie i rozwijanie mowy dziecka głuchego w szkole podstawowej. (Forming and Developing Speaking Abilities of Deaf Children in Primary Schools). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1967. 382 pp.

Special primary schools for deaf children are to adjust the handicapped to relatively normal life in the community. One of the main tasks is to teach deaf children normal speaking abilities. The book, based an authors' long teaching experience in schools for deaf children, provides both theoretical and practical advice for special schools teachers. Oral speech is of great importance in the revalidating work with the deaf, and there are several methods of teaching it (oral method, analytical - syntetical method, language units method, work centers method). Detailed description of the organization of special schools for the death, presentation of model classes, as well as list of exercises for all grades are included in the book.

403. VEILLARD-CYBULSKY, MAURYCY and HALINA. Nieletni przestępcy w świecie. (Juvenile Delinquents in the World). Translated by Halina Zabrodzka. Warszawa, Państwowe Wydawnictwo Naukowe, 1968. 328 pp.

The authors of the book have for many years worked in Juvenile Delinquents Courts. Mr. Maurycy Veillard is a chairman of the International Society of Juvenile Delinquents Judges, his wife, until recently, worked in the same field in Poland. The present work sums up their long experience being the first

comparative study of the problem of juvenile delinquency in various countries. The first part of the book presents a theoretical aspect of the problem, the second is a historical sketch of juvenile delinquency from the ancient times up to the present. The general conclusion of this part is that it was never punishment, but always appropriate educational methods applied, which could prevent and limit juvenile delinquency. Various forms of reeducating program for juvenile delinquents in Poland, France, Belgium, Western Germany, Switzerland, the USSR, and the Scandinavian countries are discussed.

See also: 302.

EDUCATIONAL STATISTICS

404. Droga ucznia do szkoły 1965/66. (Commutting to School. 1965-1966). Warszawa, Główny Urząd Statystyczny, 1967. 59 pp.

The publication contains results of an investigation on the pupils commuting to schools, conducted by the Main Office of Statistics in the school year 1965-1966. The investigation covered pupils of vocational and secondary schools, whose parents live in another town. Statistical data presented in the publication illustrate the importance of this social problem. Waste of young people's time and energy calls for some changes in the situation (more boarding schools for students from villages and small towns).

MISCELLANEOUS

405. HOSZOWSKA-TATARA, WŁADYSŁAWA. Wychowawcza funkcja spółdzielni uczniowskiej. (Educational Functions of Pupils' Cooperative). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1967. 192 pp.

The process of social and economic education of the young through participation in pupils' cooperatives is determined by the conditions of modern civilization (changes in the technology of work, quick communication, demographical changes, etc.). Economic expansion and improving living conditions are determined (and in turn determine) better and more efficient organization of work, as well as better production results. Young people have to learn to adjust to this process and be in-

volved in it: school cooperatives help to achieve this aim. The present publication deals with the following problems:
1. The impact of science and civilization on modern society.
2. Social functions of schools in the socialist system and school cooperatives.
3. School cooperatives structure and legal status.
4. School cooperatives as a link between school and environment.
5. Methods of organizing work teams in school cooperatives.

Bibliography of works on the subject is included.

406. RYBARCZYK, MARIA. Prace społeczne uczniów - jak dalece przymusowe? (Should Pupils Social Work Be Compulsory?) Problemy Opiekuńczo-Wychowawcze. 1968 No. 6(119) pp. 12-16.

All teachers and schoolmasters appreciate educational values of social work, but they also realize that participation in social works can never be compulsory. Neither should be the value of social works undertaken by pupils, measured by "productive" effects (so many zlotys, kilograms, meters, etc.). The only evaluating criterion should concern educational effects of the work. Of course, the results of every work are to a large extend determined by its proper organization, social work is no exception, but its planning must be also done by pupils themselves (though teachers must sometimes help and often inspire). Examples presented by the author show that only when pupils feel fully responsible for the work undertaken does it render proper educational effects.

407. ŻELAZKIEWICZ, MAREK. Obozy i kolonie szkołą wychowania społecznego. (Educational Role of Summer Camps). Problemy Opiekuńczo-Wychowawcze. 1968 No. 6 (119) pp. 22-27.

Before organizing educational activity at summer camps for children and adolescents several facts have to be established:
1. Participants' experience in the collective form of life.
2. Character of participants (active/passive, interests).
3. Human relations in the group.
4. Intended forms of self-government.
5. Participants' habits of relaxation, forms of work and entertainment, organization.

The program of the camp must be adjusted to the answers to these basic questions. In no case should it become a continuation of school, yet neither should it be devoid of all educational values. Living in a team prompts the development of social and moral attitudes of the young.

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Instytut Wydawniczy „Nasza Księgarnia" — Publishing House „Our Booksellers".
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Państwowe Wydawnictwo „Iskry" — State Publishing House „Sparks".
Państwowe Wydawnictwo Naukowe — Polish Scientific Publishers.
Państwowe Wydawnictwo „Wiedza Powszechna" — State Publishing House „Civic Knowledge".
Państwowy Zakład Wydawnictw Lekarskich — State Medical Publishers.
Państwowe Zakłady Wydawnictw Szkolnych — State Publishers of Textbooks.
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Wydawnictwo Związkowe — Trade Unions Publishing House.
Zakłady Wydawnictw Spółdzielczych — Publishing House of Cooperative Movement.